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## Stammbücherei C.

Deutsche Humoristen, Band 4/5	Kotze: Geschichten aus Australien
Deutsches Weihnachtbuch	Novellenbuch, Band 6. (Kindheitsgeschichten)
Groth: Die Kuhhaut	Schiller: Balladen
Halm: Die Marzipanliese. Die Freundinnen	Schückink: Die drei Grossmächte
Immermann: Preussische Jugend zur Zeit Napoleons	Spielhagen: Hans und Grete
	Zahn: Die Mutter

## Stammbücherei D.

Auer: Marraksch	Jensen: Über der Heide
Dabid: Mährische Dorfgeschichten	Ludwig: Aus dem Regen in die Traufe
Ebner-Eschenbach: Die Freiherren von Gemperlein	Novellenbuch, Band 8. (Musikergeschichten)
Ertl: Ausgewählte Novellen	Villinger: Leodegar, der Hirtenschüler
Eyth: Geld und Erfahrung	Wichert: Die Schwestern
Finckh: Rapunzel	Wilbrandt: Der Mitschuldige
Grillparzer: Weh dem, der lügt	
Heyse: Andrea Delfin	
Huldschiner: Fegefeuer	

## Stammbücherei für Schüler SA.

Deutsches Weihnachtbuch, 2 Bände	Novellenbuch. Band 7. (Kriegsgeschichten)
Deutsche Humoristen, Bd. 1, (Rosegger, Rage, Reuter, Roderich)	Schiller: Wilhelm Tell
Eyth: Geld und Erfahrung	Schiller: Wallenstein, 2 Bände
Eyth: Der blinde Passagier	Schmitthenner: Die Frühglocke
Finckh: Rapunzel	Uhland: Ausgewählte Balladen und Romanzen
Goethe: Götz von Berlichingen	Villinger: Leodegar, der Hirtenschüler.
Immermann: Preussische Jugend zur Zeit Napoleons	

Bewerbungen sind an die Bibliotheks-Abteilung der Deutschen Dichter-Gedenkstiftung in Hamburg-Grossborstel zu richten.

## II. Bücherbesprechungen.

*Deutsche Schulerziehung.* Herausgegeben von W. Rein, Jena, in Verbindung mit wohlbekannten Erziehern. München, J. F. Lehmann's Verlag, 1907. Volksausgabe 1913. 4 M. (ungebunden). 634 Seiten.

Several years ago the writer of this review called attention in a paper to the importance of the most recent trends of German education for America. This paper was first read before the State Teachers' Association of Michigan at Battle Creek in 1906, and afterwards before the meeting of the Lehrerbund at Cleveland, O., and was printed in the *Monatshefte* in the following September. It was reprinted by different papers and recently by *Der Deutsche Kulturträger*, April, 1913.

In this paper the importance of the study of the book *Deutsche Schulerziehung* was emphasized as follows:

„Dieses Buch enthält auch für Amerika wertvolle Winke für eine Reorganisation des Schulsystems, für die Einführung von lebendigen Lehrmethoden, für

ationale und internationale Erziehung der Jugend. Das Schlagwort zu dem ganzen Buche ist: „Wer an die Zukunft des Volkes denkt, muss vor allem bei der Erziehung der Jugend ansetzen und hier dafür sorgen, dass die schlummernden Kräfte, die eine gütige Natur mitgab, geweckt und gestählt und auf hohe Ziele hingerichtet werden. Eine Volkserneuerung ist möglich.“ Das Buch ist das Produkt der festen Resultate der wissenschaftlichen Forschung, der reifen Beobachtung grosser Erzieher und einer breiten Auffassung von Deutschlands Weltlage. Den darin enthaltenen Vorschlägen können wir manches Gute entnehmen. Es wäre aber ein grosser Irrtum, unsere Schulen vollständig nach deutschen Idealen einzurichten. Ein amerikanischer Geist gehört in alle unsere Schulen, aber der Geist der neuen Welt—Amerikas.“

The appearance of the Volksausgabe in honor of the twenty-fifth year of the reign of Kaiser Wilhelm II. has justified the expectations of all who saw in this book so many vital suggestions. The recent development in this country seems to indicate that the sign “Stop! Look! Listen!” should be placed on every crossroad leading to the conventions of school teachers and to the meetings of the school boards. P. T. Barnum’s statement about the gullibility of the American people seems about to be realized in educational ‘rings’. Yet there are also evident, if one hearkens to the *Stillen im Lande*, signs which indicate that “You can not fool all the people all the time”.

In this time of the appearance of various “Courses of Study” and of ill-advised proposals “written in a great hurry,” for a complete radical reorganization of the schools to suit mere tendencies, it is a distinct relief to read again a book which contains a real course of study and considers education from the standpoint of the individual and of the individual of to-morrow in the State of to-morrow. Just this very evening the writer noticed the appeal of a Superintendent of a large city, quoting as a model the statement that the city of Munich has “40 different schools for forty different trades,” and this at a time when the Germans of the industrial North are about to introduce a more unified system of schools. They have found out by experience that, although these schools may train for mere vocations, yet there is lacking the more essential factor, the training for a healthy home life and for a useful citizenship in a state which has become a world power.

The underlying idea of all of the suggestions found in the book in question is to bring about a reorganization of the schools so as to prepare the pupils not only for the workshop, but also for the home, for the state, and for the world’s work. And inasmuch as the newer Germany has so many things in common with the newer America, it may be well to listen carefully to Germany’s experiments and to profit from the close observation and rich experience of her educational leaders. The object should be, however, not to introduce the German systems, but to observe the results. At least we should not introduce, under the appeal of German industrial success, courses of study, or systems, which the Germans are about to discard as being impractical in the larger sense of the word. The book contains so many valuable suggestions that one is tempted to copy almost verbatim, but only a few significant points can be emphasized.

The object of the book is to arouse parents and teachers to look deeper into the German past and into the character of the German people, its poetry, philosophy, and religion, in order to recognize more clearly and to comprehend more vitally the significance of all these important accomplishments for the present education and for the tasks of the day. At the same time the youth

shall be protected from national pettiness as well as from national arrogance. The key note of the entire book is national education.

The book contains chapters on the organization of the schools, on the courses of study, embracing all the branches taught, on the national education of the youth no longer in the school, on the national education of Germans in foreign countries, and on the national education in certain foreign countries. All the chapters are written in the same general spirit, since unity is the idea of the entire plan, not so much unity of a dominating authority, but rather unity of careful observation.

Professor Rein has wisely selected his co-workers with this idea in mind. He treats the development of the system, since all reorganization must be the logical outcome of the evolution of the system. The beginning of the twentieth century finds Germany with a vocational school system, including three large categories, the lower, the middle, and the higher vocational school systems. There is no common foundation upon which these school systems are based, since some are the results of the inheritance of the past, and some are the results of the immediate needs of the modern age. Professor Rein criticizes the disintegration of the lower vocational schools, where the idea of differentiation has run amuck. He looks upon this particularistic system as dangerous, inasmuch as it is unnational, and holds that the result is the breaking up of society into distinct classes, a result which in some cases has developed a class consciousness fraught with serious dangers for society as a whole and for the national State.

Professor Rein treats the advantages and disadvantages of the existing system and then proposes certain necessary reforms. Especially interesting is his opinion that the American school system, which, as he thinks, shows a unified system from the primary school to the universities, should be used as a model, at least as far as the general structure is concerned. (Unfortunately the American system is not unified.) Professor Rein's plan is based on the plan proposed by Comenius in that he advocates a six year public school for all, that is he has advocated for years an idea which progressive educators in this country stand for, namely a six year grade school and a six year high school (Gymnasium or Realschule). The object is to have a real national foundation. All children, both boys and girls, would then enjoy the same general education, and such a condition would bring about a national, if not a democratic spirit. A general foundation would enable lads from different classes to continue along the lines of higher vocations, if ability and circumstances should permit. The present system is opposed to individuality as well as to nationality. After finishing the sixth grade, the boy could enter the continuation schools for the lower vocations, the realschule for the middle vocations, and the gymnasium or realschule for the universities and other higher schools. Professor Rein also advocates co-education, holding that boys and girls are equally talented and need a common education which will better equip them to raise useful citizens of to-morrow. This is a direct result of the development of the German *Frauenbewegung*, which, however, must not be confused with the unhealthy English suffrage movement. The entire reorganization would bring about a more unified system and would make a more common national education possible. The good values of the German system of differentiation would be preserved, and the evil features of extreme particularism would be eliminated. This trend of education is of especial importance for America, where so many reformers are advocating a breaking up of the schools,

the ultimate outcome of which will be social and national unrest without fitting the pupils for vocations or citizenship. Again many reformers are working for the reorganization of the schools in order to adapt them to the newer industrial and commercial demands, as they say, without considering the fact that even before they can get their pet plans carried out the conditions will have so changed that the schools will be a decade behind the times, and the expensive equipment will be considered to the museums as interesting monuments of educational shortsightedness. The reformers should take another trip to Germany before introducing "German systems".

It hardly seems necessary to review the interesting chapter on the girls' schools by Dr. Gertrud Bäumer. The same general spirit, as seen in the chapter of Professor Rein, permeates the article. The underlying theory is that the girls should enjoy the same broad education as the boys in order to equip them for a useful life and especially for the highest of all vocations, the home. The foundation for the first six years should be the same. After the sixth grade the course of study should point to woman's spheres of social activity. An interesting suggestion is the establishment of a *Höhere Frauenschule* (a kind of a college of liberal arts) which does not directly prepare for the university. It is to take the place of a finishing school, except that the instruction will be more thorough. The tendency is toward co-education in direct contrast to the tendency in some of the American cities, where a reaction is setting in.

Part II contains a 'Course of Study'. The branches treated are religion, ethics or moral instruction, propaedeutics, history, including civics, die Heimat, drawing, manual training, fine arts, physical instruction, German (Die Muttersprache), and foreign languages, ancient and modern. Each chapter is written by a successful teacher in his particular line. Each writer attempts to justify the position of his special subject in the course of study, but admits the weakness of previous work and gives valuable suggestions for improving the situation. The main key note is that all instruction must be so imparted that the youth will acquire a method of study and learn to be efficient workers. Furthermore the course of study should be arranged with a proper correlation so as to bring about the best immediate and lasting results. The fact is ever kept in mind that the school is there for the State's sake and not the State for the school's sake, and furthermore that the study of culture is not for the mere satisfaction of becoming a cultured man or woman, but that culture shall better equip the youth for active social work. The spirit of Goethe seems about to be recognized. The motto of all seems to be 'more light, more air, more life'. The praiseworthy German quality Genauigkeit has received a fuller meaning. The prevailing tendency has been to emphasize the letter and the word too much. Each writer shows how his subject can be treated to fit the pupil not only for the subject in question, but also for efficient citizenship. For example, in the course in history, especial attention should be given to the real essentials and not to petty details. More emphasis should be placed upon the present conditions, upon a vital knowledge of the life and customs of the people, and upon the geography of the country.

The attitude of Director Papst of Leipzig towards manual training is very interesting since it is the hue and cry which is abroad in our country today, and is, on account of the superficiality of instruction and the almost complete lack of plan or method, assuming proportions dangerous both to a vocational and to a broad education. The manufacturers are gradually awakening to the absurdity of the situation. The following sentence indicates the modern Ger-

man attitude towards manual training: Der Handarbeitsunterricht soll nicht nur die Fertigkeit der Hand üben, nicht nur das Auge richtig sehen und das Gesehene sicher erfassen und darstellen lehren, sondern er soll überhaupt den Tätigkeitstrieb in die richtigen Bahnen lenken und die schöpferischen Kräfte, die in jedem gesunden Kinde liegen, anregen und entwickeln“. Such manual training would welcome a broad education, since artisans and artists are closely related in the fundamentals.

The chapter on physical education by Dr. von Vogl is summed up in the final sentence: „Die Ausgestaltung der körperlichen Jugenderziehung zur Methode und Selbständigkeit ist ein dringendes Gebot der Gegenwart für die Zukunft!“

The key note of the chapters on the Muttersprache is that the boys and girls should learn to speak the German language with all their natural powers and educational advantages. Above all the youth should be independent. With the full realization of oneself and of what it means to be a German will come a mastery of the mother tongue. In a word the spirit, the national spirit is the essential element of the national language, and not the letter, or word, or sentence order. In speaking the boy should never forget that he is Deutsch (The German-American should never forget that he is of German descent)!

The chapter on the classics by Director Dr. Gerhard Michaelis is very well written and contains valuable suggestions which, if carried out, would make the study of the classics more vital and practical and would assure them a more influential position in the courses of study of the schools leading to the higher vocations. The “fall of the classics” in this country is due as much to the methods and to the spirit of the instruction as to the “dire influence of commercialism”. The language is seldom taught, all emphasis being placed on things about the language, with the natural outcome that there are no evident results.

The chapter on modern languages by the well-known advocate of real instruction, Professor Emil Hausknecht of Lausanne, should be read by every teacher, or prospective teacher of modern languages. He never forgets that he is dealing with living languages, and wisely contends that the method of teaching the modern living languages should grow out of the character of the languages. He further holds, to quote from an article on Contemporary German Literature, *Monatshefte*, VI, 7-8, that “in beginning the study of a foreign literature two facts must be remembered—the style and language must be as simple and direct as possible, and the thoughts must not be too remote from the *Weltanschauung* of the pupil”. Therefore he thinks that the language taught in the first years should be, with the exception of selections of Lafontaine and a very few poems, the language of the nineteenth and twentieth centuries. Professor Hausknecht is an advocate of the direct method of teaching foreign languages in the best and broadest meaning of the words direct and languages. To the teachers who feel themselves unprepared, he gives the encouraging assurance: „Mit der neuen Aufgabe wächst die neue Kraft. Docendo discimus. The writer feels justified in quoting from the first article in the *Monatshefte*, IV, 8—9, which used the term direct method: “Back of all you have a living, growing method which enlivens the man and thus the teacher and then the class.”

In regard to the chapter on Schulleben it is only necessary to note that the school life of the children should be correlated with the school work and should help to prepare for a healthy, useful, and happy life. The very important sub-

ject, the national education of the children who no longer attend school, is divided into three chapters, country, city, and army. The writer of the chapter on the country, Direktor Lembke, deplores the backward conditions of the country schools and advocates the founding of societies for the youth. Programs should be worked out including games, songs, recitations, and lectures explained by experiments and slides. Travelling libraries should be established. He also suggests a more extensive development of the country continuation school and praises especially the idea which we understand under the name "township high school". This school should serve as a social center. However, his conception of social is much higher than is often interpreted in many of our schools.

Dr. Julius Ziehen of Frankfurt finds in the cities the same general lack of the proper education of this class of children. He gives valuable suggestions for the improvement of the continuation schools, which should consider the life as well as the vocation of the pupils. Above all he suggests the working out of a definite policy of instruction.

Hauptmann a. D. Preuss writes in a very interesting manner about the education of this class of young men in the army. All his suggestions are focused upon the realization of „eine durchgreifende und erfolgreiche soziale Arbeit in der Armee“. A few of his practical suggestions, which ought to be read by every army officer, are: a vital instruction with the division of the young men into groups, the establishment of an excellent illustrated weekly, which should illuminate the national life, company libraries, properly equipped reading rooms, pictures, etc. All of these suggestions, if carried out, would help to lay the foundation for a broad national viewpoint. The army would thus become more powerful than one of mere drill and iron.

Finally we shall consider only one of the chapters on national education, namely, National education in America by Director Max Griebisch. Mr. Griebisch gives first of all a sketch, altogether too short, of the growth of the country, and then quotes from the Declaration of Independence the principle upon which this government is built, namely, "We hold the truth to be self-evident, that all men are created equal, etc." He then traces the development up to 1861/65, showing the fact that America was a pot which did not melt; the result was a lack of National consciousness. Yet there existed a national tie. He cites the cases of the German-Americans, who although holding fast to the ideals and life of the Heimat, were devoted to the new Heimat and were proud of its greatness and were willing to defend the honor of the country at any cost. Mr. Griebisch sees in America one possession common to all peoples, freedom and freedom in every field of life. „Auf freiem Grund ein freies Volk.“ He also sees the causes of the weak traits of the Americans, for example, the bitter struggles for existence, and the pride of the "self-made man". He compares America with a youth, in the fullness of strength, who hearkens not unto the advice of sober and experienced men. He puts the case in the following tactful sentences: „Wie es die Aufgabe besonnener Männer ist, im Jüngling die besten Eigenschaften zu entwickeln und ihn zum Manne heranzubilden, so ist es die Aufgabe der Besten des Volkes, dafür zu sorgen, dass die sprunghaft bald in diesem, bald in jenem Gebiete sich geltend machende phänomenale Entwicklung sich zu einer ruhigen und gleichmässigen umgestalte, dass alle Kräfte der Nation mit weiser Masse, dem allgemein Besten dienend, Verwendung finden, dass auch der Nationalstolz sich mit der Achtung des Wertes anderer Nationen paare, und nicht, wie es leider nur allzuhäufig geschieht,

in Unbescheidenheit, Ungerechtigkeit und Oberflächlichkeit ausarte. An dieser Aufgabe mitzuarbeiten, dazu sollte die amerikanische Schule in erster Linie berufen sein.“

Every American should recognize the truth of the observations of the unprejudiced admirer of the American people. Mr. Griebisch sees in the undeveloped natural human resources of America possibilities for a richer civilization and for a broader culture. He criticizes the manner of the instruction of civics and of United States History and deplores the unfortunate fact that the school texts almost entirely ignore the far-reaching influence of the Germans upon our civilization and culture, a fact which the father of the writer of this review impressed upon him years ago. Mr. Griebisch rightly criticizes the course of study in that it does not admit the study of the world's history, the result of which is "Jingoism" (which, by the way, is often more jingoistic among certain young German-Americans, who have forgotten, if they ever knew, the German ideals, and are therefore unprepared to learn the American ideals). The five years which have passed since this chapter was written have brought about a welcome change of viewpoint. Hundreds of young men are visiting Europe every year. Mr. Griebisch sees much danger in the prevailing influence of society upon the schools, since the school is a product of culture and of society. Therefore he holds that society is largely responsible for the present situation. He also contends that the work in the school is often offset by home and society influence. Mr. Griebisch urges a more reciprocal working together of all cultural forces, without which the realization of a national education is impossible."

It has been the purpose of this short and inadequate review of the monumental work "Deutsche Schulerziehung", to mention only some of the problems, which are being discussed throughout the land, and to suggest that educators should profit from the rich experiences of the German educators, before adopting a reorganization of the course of study which might not correspond to the real needs of the newer America. A good translation of this book would be very welcome, for most of the "educational" reformers are not well versed in foreign tongues. The teachers of German may profit from a careful perusal of this book. And even some editors of German-American newspapers, who are so vociferously agitating "persönliche Freiheit", might profit from a dignified German presentation of the conservation of the national forces of human nature, and learn that "persönliche Freiheit" can only exist where the educational conditions are healthy and free, that before a real national consciousness can be realized it is necessary to have boys and girls strong, both in body and mind, and that all factors of society should unite in working for the betterment of the human race, the rock upon which personal liberty may securely stand.

W. W. Florer.

*Die deutsche Dichtung in der Volksschule.* Ausschnitte aus dem Schul-leben nach dem Grundsatz des schaffenden Lernens. Von *Hans Plecher*. Verlag von Ernst Wunderlich, Leipzig. 1913. 8vo, 284 Seiten. Preis M. 3. Geb. M. 3.60. tont hauptsächlich die Selbsttätigkeit und Selbständigkeit des Schülers. In einer Abhandlung von 26 Seiten legt der Verfasser, der früher schon das im selben Verlag erschienene „Streifzüge durch das Lesebuch“ verfasst hat, seine Grundsätze nieder. Aus der grossen Zahl der Werke, welche als Anleitung zur Behandlung der Lesestücke dienen, ist dies das neueste und das anregendste. Es be- rauf, das Kind in der Vorbereitung in